

Teaching Tips

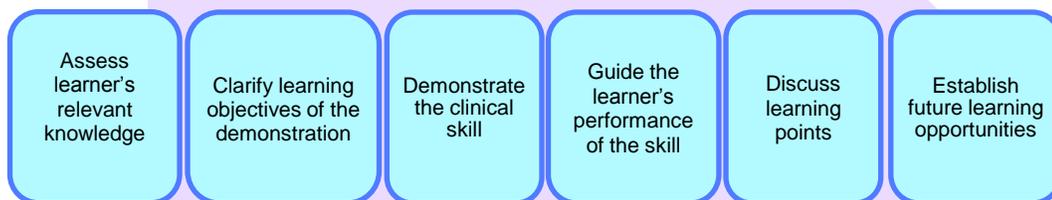
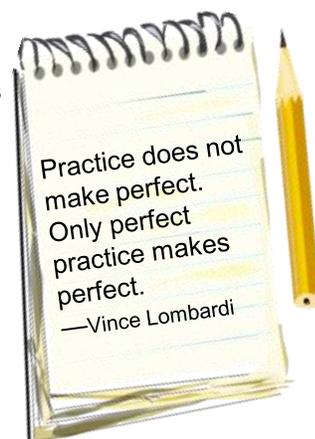
Volume 5 Issue 10 October 2014

Department of Family & Social Medicine Faculty Development E-Newsletter



Activated Demonstration—Teaching a Skill

In medical education, teaching examinations and procedures pose a unique challenge to the educator because it requires a cognitive conceptualization and a demonstration of manual skill simultaneously. Educators recommend using multiple repetitions modified from the “see one, do one, teach one” cycles to ensure proficiency. Teaching hands-on skills in physical examination or procedures involves assessment, demonstration, guidance and feedback. “Activated demonstration” is a way for preceptors to take full advantage of the teaching moment and provide the learner with a supervised, active experience. The following flowchart provides a step-by-step guide for activated demonstration.



“See One”	The Demonstration: “talk through & walk through”	Requires the preceptor to perform the skill by breaking it down into a series of simple steps, often using a checklist, while giving explanations of each step.
“Do One”	The Manual Component: “hand over hands”:	Requires the learner to talk through each step before and during the performance. The preceptor can also place his or her hands over those of the learner to guide the learner’s performance.
“Teach One”	Teaching Others: “supervised practice”.	To master a skill, the learner should teach it to others under supervision. Before this step, the preceptor must ensure that the learner is proficient in the cognitive and manual skills.



References / Resources:

Birnbaumer, DM. Teaching procedures: improving “see one, do one, teach one” Canadian Journal of Emergency Medicine, 2011;13(6):390-394.

Cayley, WE, Jr. Effective clinical education: strategies for teaching medical students and residents in the office. Wisconsin Medical Journal, 2011;110(4):178-81.